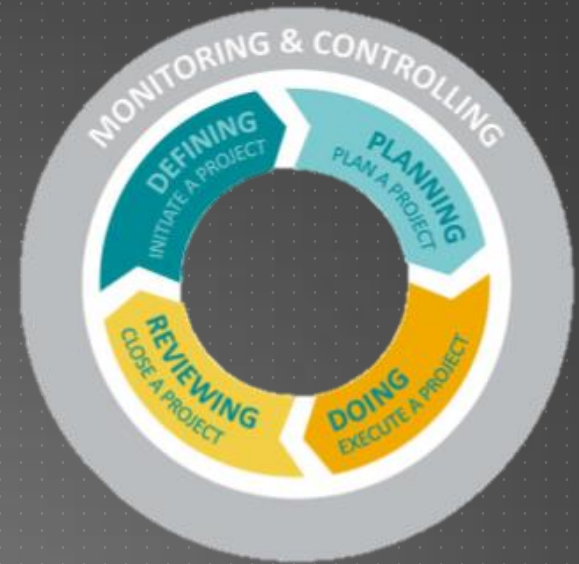


# IMPLEMENTATION



EXECUTING PHASE

Doing

# EXECUTE!

*transitive verb*

to carry out fully : put completely into effect <execute a command>

“We all want progress, but if you’re on the wrong road, progress means doing an about-turn and walking back to the right road.”

C.S. Lewis

Action is the foundational key to all success.

- Pablo Picasso



# TWO MAIN PIECES TO EXECUTION

1. BUILDING AND SUPPORTING  
TEAMS

2. MONITORING AND  
CONTROLLING THE PROJECT

# BUILDING AND SUPPORTING TEAMS

LEAD = to be in charge of

MANAGE = to be in charge of

TEAM = a group of two or people coming together to accomplish a goal.

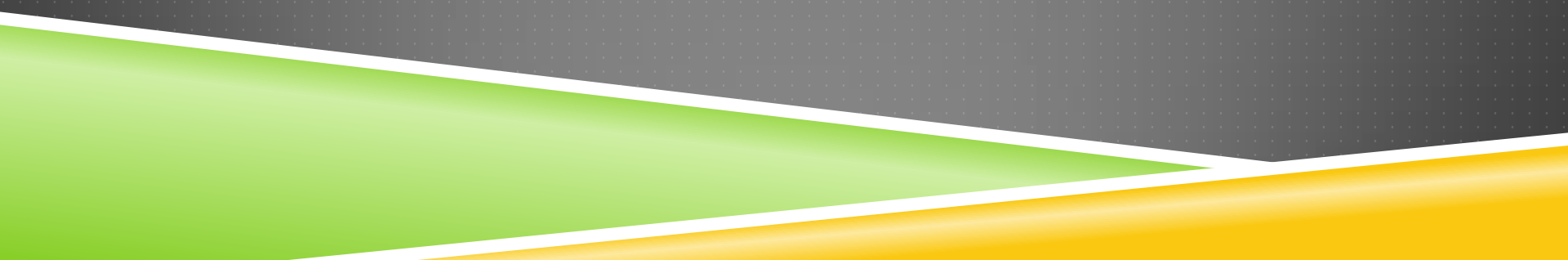
To be successful a manager or lead will:

- ▶ Ensure teams are working together effectively
- ▶ Simultaneously building and supporting

# TEAM STAGES (TUCKMAN, BRUCE, 1965)

Stages a team goes through (typically in order, but teams can get stuck)

Forming  
Storming  
Norming  
Performing  
Adjourning



# TEAM STAGES

- ▶ **Forming** team meets learns about a project and formal roles and responsibilities team member are more independent and not as open in this phase.
- ▶ **Storming** team begins to address the project work, technical decisions and project management approach. If team members are not collaborative and open to differing ideas and perspectives the environment can become destructive.
- ▶ **Norming** members begin to work together and adjust work habits and behaviors that support, team starts to trust each other.

# TEAM STAGES CONTINUED...

- ▶ **Performing** teams that reach the performing stage function as well organized unit. They are interdependent and work through issues smoothly and effectively.
- ▶ **Adjourning** the team completes the work and moves on from the project

# TEAM BUILDING

- ▶ NEVER ENDING PROCESS

- ▶ Each time a project encounters a change: personnel, schedule, deliverable or other factors, the team may need some support.

- ▶ Important skill in developing a positive team environment is the ability to discuss team issues as a group.

  - ▶ Establish ground rules – clarify expectations

  - ▶ All team members take responsibility to share and enforce ground rules.

# INTERFACE MANAGEMENT

- ▶ Especially in a matrix organization
- ▶ Others are vying for the project resources
- ▶ Negotiate how the organizations will make decisions and interface:
  - ▶ Who will decide when and what needs to be done?
  - ▶ Who will decide who and how it gets done?
  - ▶ What kind of reporting interface will be used?

# DOING THE WORK


- ▶ Proceed to do the authorized work per the project plan
- ▶ Continually measure performance compared to the plan
- ▶ Routinely review and reassess Risk and original assumptions
- ▶ Report status clearly and accurately to the stakeholders

# EXECUTION

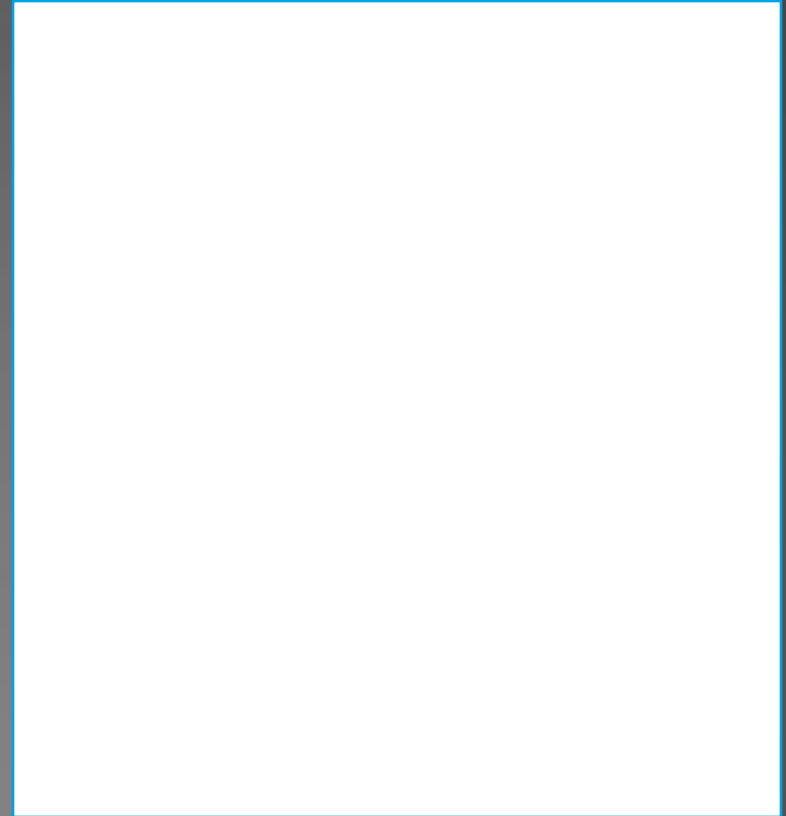
- ▶ Tracking, meetings, reporting, change management, management of change, etc.
- ▶ Create the beneficial environment and build a high-performing team
- ▶ Manage, communicate, and ***listen*** to the stakeholders
- ▶ Is additional training is required

# Share

What makes a **successful** Team?



What makes a good team **member**?



# NASA – SURVIVAL ON THE MOON

## Goals:

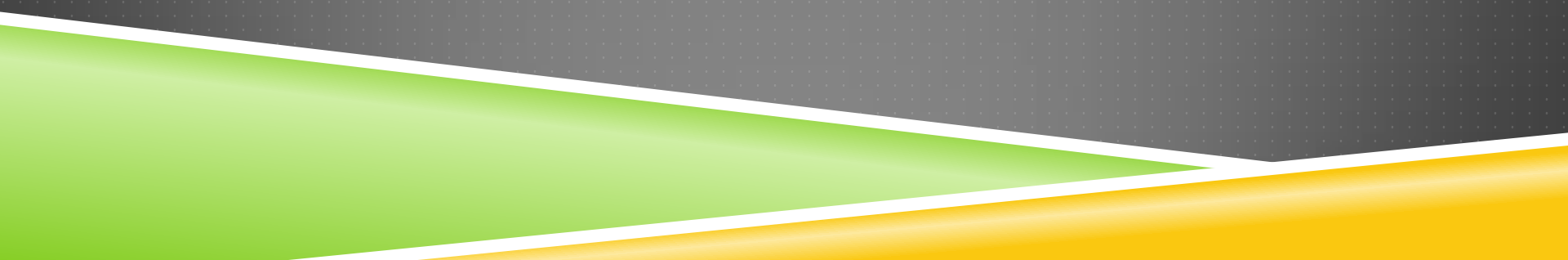
- ▶ Develop team building skills
- ▶ Practice decision-making as a team

## 21<sup>st</sup> Century Skills

- Written and Oral Communication Skills
  - Teamwork and Collaboration
  - Creativity and Innovation
  - Leadership and Initiative
- 

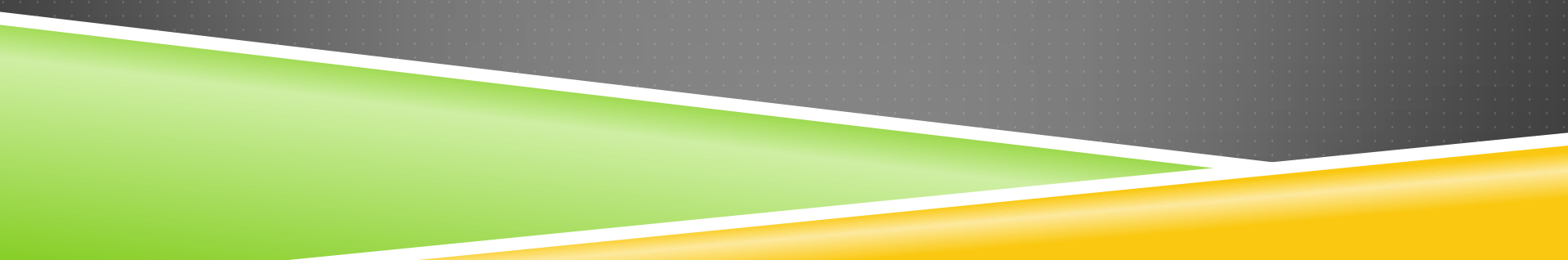
# DIRECTIONS

## “SURVIVAL ON THE MOON”

1. Read the Scenario
  2. Quietly make decisions and complete the “Your Ranking” row. (5 min)
  3. Divide into groups (teacher led)
  4. Discuss as a group and practice making decisions while completing the “Group Ranking” row and “Your Team’s Reasoning” row. (20 min)
  5. Compare to NASA’s rankings
  6. Discuss in group – then share out (10 min)
  7. Complete reflection
- 

# SURVIVAL ON THE MOON - REFLECTION

Individually on a sheet paper with your name and your team member's names reflect on these questions. (10 min)

- ▶ How well did your team work together?
  - ▶ How did you use the resources of all group members.?
  - ▶ How did you show respect for your fellow team members?
  - ▶ How well did consensus-building work? Did everyone feel they were heard?
- 

# CONFLICT RESOLUTION

- ▶ Goal:
  - ▶ Develop an understanding of conflict resolution skills.
- ▶ 21<sup>st</sup> Century Skills
  - ▶ Critical Thinking and Problem Solving
  - ▶ Written and Oral Communication

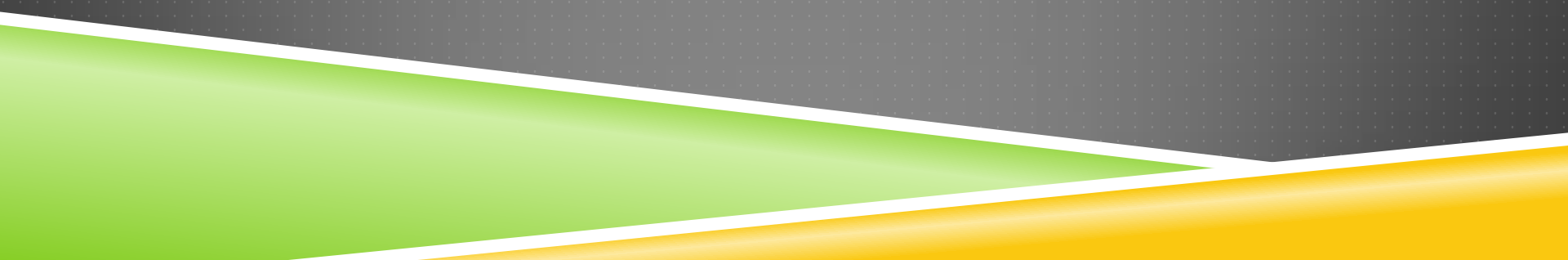
# MOVE TO THE CORNER

Stand under the sign that best represents your how you respond to conflict.

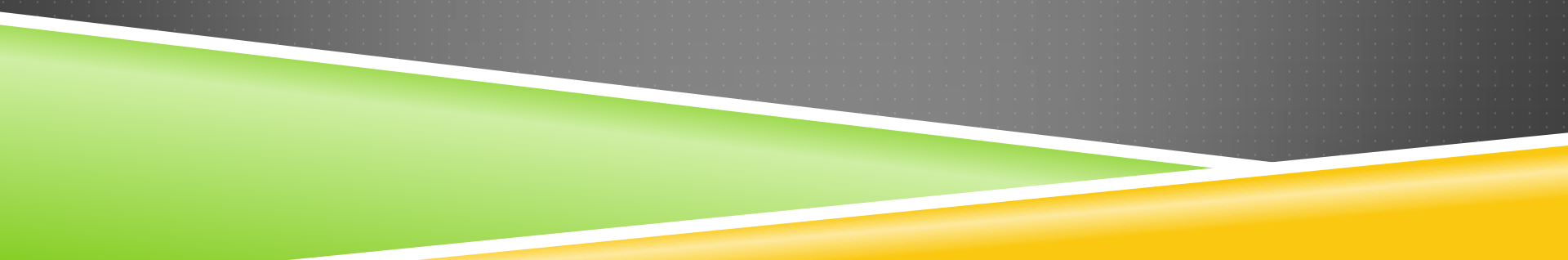
## Always, Never, Sometimes

When in the corner that best fits you, you and the other's there will discuss why and then one person will share out.

Why did you choose this area?



# THINK ABOUT...

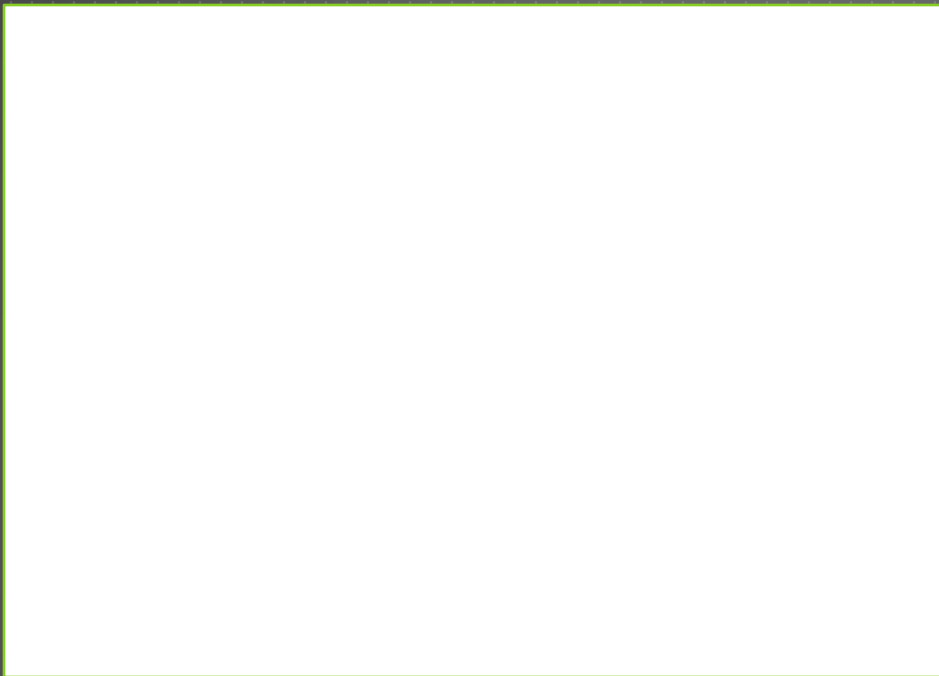
1. If I get angry with a friend, I try to stay away from the person.
  2. If I get angry with a friend, I try to talk through the problem.
  3. If a teacher tells me what to do , I do it.
  4. When someone tells me that they don't like something I'm doing, I get angry.
  5. When people disagree with me, I get angry.
  6. I forget about minor disagreements and don't hold grudges.
  7. I apologize when I'm wrong.
  8. I talk through problems.
- 

# APPROACHES TO HANDLING CONFLICT

- ▶ **Passive reaction** – being angry about a conflict or situation and not expressing that problem or anger to the other person.
- ▶ **Aggressive reaction** – attacking the personal physically or verbally; being unwilling to listen to each other
- ▶ **Assertive reaction** – both parties talk about the problem and try to think of different solutions. Being assertive is about learning to express your feelings honestly and directly while practicing mutual respect.

# CONFLICT IS NORMAL!

## Constructive and Positive



### **Win-win situation**

Both parties agree to work out the problem!  
Everyone feels good about the solution.  
No one is hurt.

# TIPS

- ▶ Don't ignore the conflict; get help from someone so you can have a positive resolution.
- ▶ Keep eye contact.
- ▶ Put aside personal feelings and focus on the problem.
- ▶ Remember, all conflicts require some form of compromise if both sides are considered reasonable.
- ▶ Be firm and consistent in your body language.
- ▶ Listen carefully to what people say.
- ▶ When resolving conflict, it is important to be aware of the way you speak. Try to use "I" statements.
- ▶ I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_

# PRACTICE

I feel



when

you



because



.

# HOW TO LISTEN

I hear you saying, that you  
feel \_\_\_\_\_



when I  
I will \_\_\_\_\_,



.

# TEAM ISSUES

## Goals:

- Understand group dynamics
- practice conflict resolution for group issues that arise

## 21st Century Skills

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Teamwork and Collaboration

# ROLE PLAYING – TEAM ISSUES

Review – Resolution Skills, and types of Team Members

Each team will get a role defining card

- ▶ Create a skit for the class, the rest of the class will guess which type of team member you are portraying and how the team addressed the issue with that person.
- ▶ Afterwards we will establish ground rules for team participation to be used when we start working on real projects.

# TEAM MEMBER TYPES

- ▶ **Hitchhiker** – Team members who don't do their share of work but try to get credit as the more responsible teammates.
- ▶ **Dictator** – Domineering team members who try to coerce the others into doing everything their way.
- ▶ **Couch Potato** – Resistant team members who are unmotivated and disinterested.
- ▶ **Troublemaker** – Team members who are disruptive, off task, resent having to work in a team, and refuse to participate or try to sabotage the team effort.
- ▶ **Oil and Water** – Two people in a group who don't get along and always have different opinions.
- ▶ **Visionary** – Team members who always has a new idea, but can't seem to focus on what the group has decided.
- ▶ **Busy Bee** – People who say they are too busy and don't have as much time as they committed.

# STARTING A TEAM

- ▶ How will we behave towards each other?
- ▶ How will we make decisions?
- ▶ How will we communicate?
- ▶ How often and why will we meet?
- ▶ How will we settle conflicts?
- ▶ ...and any other appropriate issues

# TEAM EFFECTIVENESS

- ▶ Once the team is established, periodically review the following barriers with your team and assess its performance
- ▶ Where does your team excel?
- ▶ Where might your team be improved?

# SOME TEAM BARRIERS

- ▶ Unclear goals for the team, as well as the project
- ▶ Unclear Definitions of Roles and Responsibilities
- ▶ Lack of Project Structure
- ▶ Lack of Commitment
- ▶ Poor Communication
- ▶ Poor Leadership
- ▶ Turnover of team members
- ▶ Dysfunctional behavior

# HIGH PERFORMING TEAMS

- ▶ A clear and elevating goal
- ▶ Results driven structure
- ▶ Competent team members
- ▶ Unified commitment
- ▶ Collaborative climate
- ▶ Standards of excellence
- ▶ External support and recognition
- ▶ Principled leadership

Larson/LaFasto

# NORMAL SOURCES OF CONFLICTS

- ▶ Work Scope
  - ▶ What and how much should be done?
  - ▶ How it is to be done and at what quality level?
- ▶ Resource Assignments/interfaces, especially in matrix organizations
- ▶ Things that contribute to conflict, schedule issues, differences of opinion, and differences in experience and expertise

# NORMAL SOURCES OF CONFLICT<sub>2</sub>

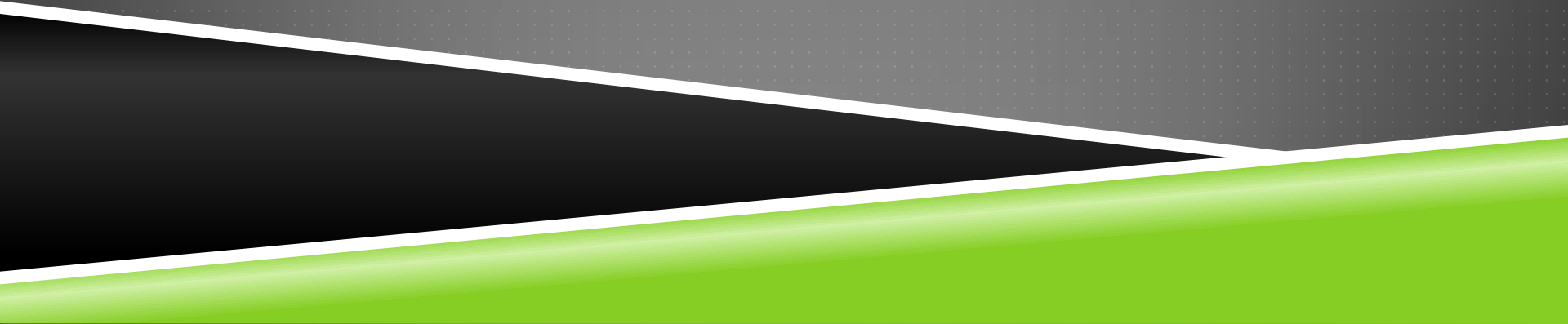
- ▶ Cost, especially if original estimates are proving wrong and people are **surprised**
- ▶ Priorities, especially if people are assigned to multiple projects or ongoing responsibilities
- ▶ Organizational Issues, especially during storming phase, whose processes, procedures, etc. will be followed
- ▶ Personal Conflict

# HANDLING CONFLICT

- ▶ Avoiding or withdrawing
- ▶ Competing or forcing
- ▶ Accommodating or smoothing
- ▶ Compromising
- ▶ Collaborating, confronting, problem solving

*Where should negotiation occur?*

# MONITORING AND CONTROLLING



# MONITORING

- ▶ Time
- ▶ Resources
- ▶ Quality of Work
- ▶ Documentation of key information



You then control the SCOPE of the project and eventual SUCCESS!

# ESTABLISH A MONITOR & CONTROL PROCESS

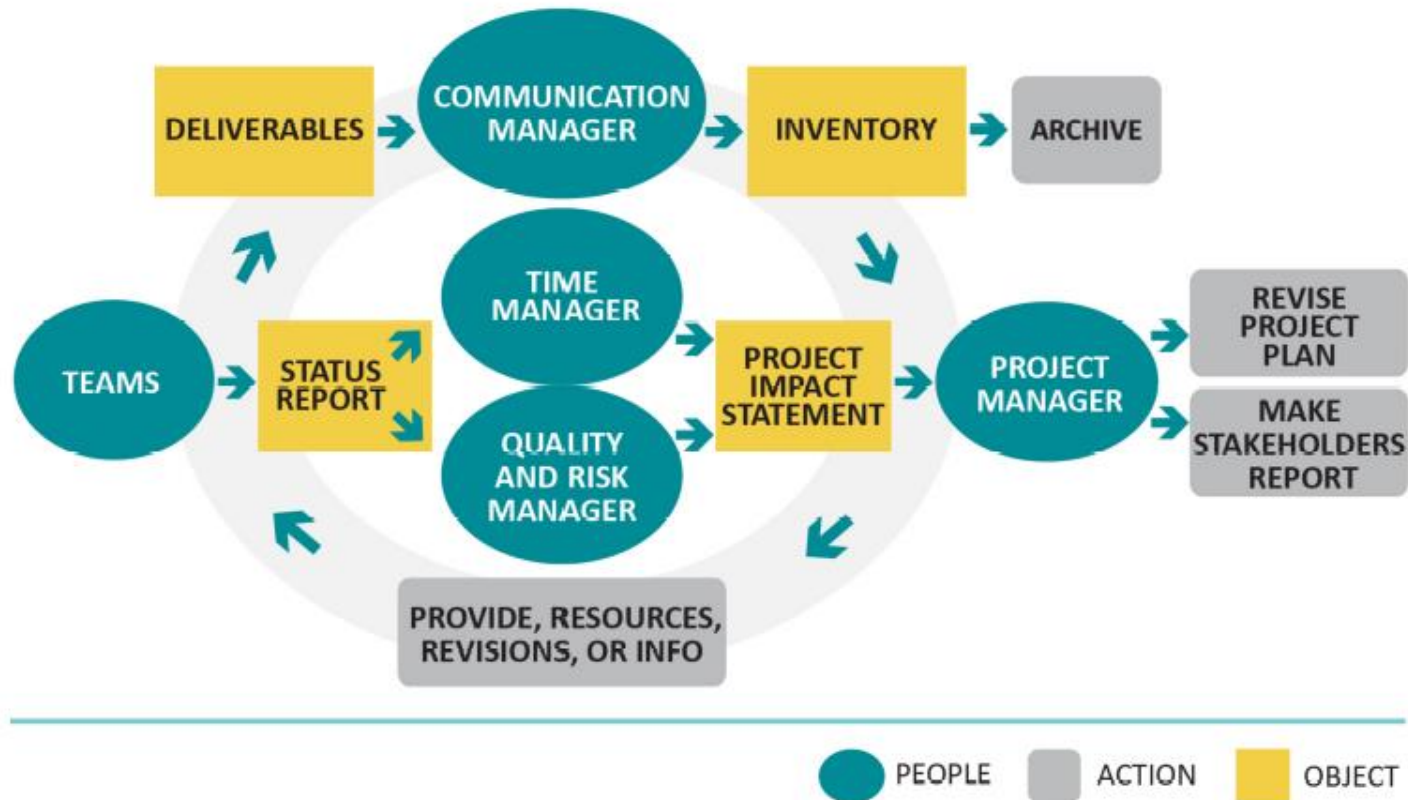
- ▶ Daily
- ▶ Weekly
- ▶ Bi-weekly
- ▶ Monthly

*The monitor and control process should occur often enough that no single part of the project can get significantly off track between each check-in.*

# 4 MAIN STEPS

- ▶ Evaluate Progress
- ▶ Document and Communicate
- ▶ Analyze Impact
- ▶ Update and Report

# MONITOR AND CONTROL PROCESS



# EVALUATE

## PROGRESS REPORT

Objective accounting of  
the status of each task and activity.



## Snapshot in time

“where you are right now”

“what is needed to move ahead  
successfully”



# DOCUMENT AND COMMUNICATE

- ▶ Documenting about the process: lessons learned
  - ▶ Or actual work product of the project
  - ▶ Data reports specifications and drawings.

## JOB

Communicate information which may be needed for dependent deliverables being created by other teams or team members

Codifies decisions and actions as a snapshot in time, for reference and decision making, for reviewing and evaluating the project.

Provides information for future projects, which may be useful baseline and/or increase efficiency.



# ANALYZE IMPACT

Avoid and Be Aware of

*SCOPE CREEP*

Be proactive!

After progress is mapped...

## IMPACT ANALYSIS

Determines if your project is on schedule, and within its budget or other resource allocations.

### COMMUNICATE!

**IMPACT STATEMENT** – written statement that addresses the shortcomings and expected future impacts (positive or negative).

# UPDATE & REPORT

## COMMUNICATE!

### Reports!

- ▶ About all parts of project
  - ▶ Progress toward deliverables must be covered.
- 
- ☐ Members have the information they need.
  - ☐ Stakeholders' expectations are being met.

## MAKE DECISIONS!

- ☐ Revise the schedule?
- ☐ Allocate more resources?
- ☐ Deliverable change?

Make sure SCOPE has not change.

IF is has then what other changes must be made to accommodate that?

# Scope Changes – Stakeholders Influence on Projects

## ACTIVITY

# GOALS

- ▶ Understand how the scope of a project may change.
- ▶ Understand how different stakeholders can influence a project.

**SCOPE** – defining what is and is not included in the project

Defining the scope is a process of developing a detailed description of the project. (DEFINING or INITIATION PHASE)

# DIRECTIONS

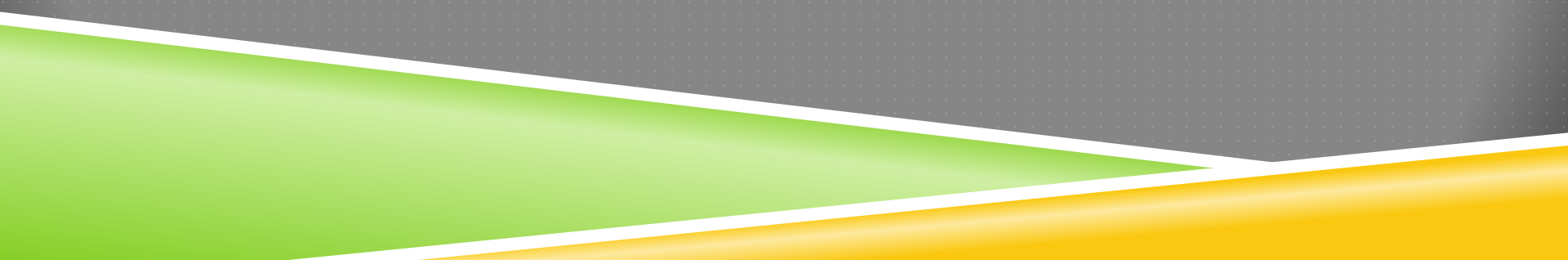
- ▶ *The scope of a project may change throughout a project and may be influenced by a variety of internal and external factors, such as stakeholders.*

Using a project card from brainstorming – you will discuss how to change your project to address the scope change from a stakeholder.

## **How might you revise your project?**

Explain what needs to be considered; what needs to be reviewed. And explain the extent and effects of the change.

# REFLECTION ON SCOPE CHANGES

1. How did you feel when the scope was changed?
  2. How might it feel if you get part way through your project and the scope is suddenly changed?
  3. What skills would be helpful when addressing scope change?
  4. What parts of plan did the scope change affect; for example schedule, resource, distribution or goals?
- 

# Quality Management Collecting M&M Data ACTIVITY



# GOALS

- ▶ Understand the concept of quality management
- ▶ Practice data gathering and analysis

Examine M&M candies for consistent quality in the M &M's packages.  
Collect, Analyze and Compare data to better understand the concept of quality management using a concrete example.



# DIRECTIONS

*Materials: 4 bags and containers for each group, scale, computer with spreadsheet to record data.*

Spreadsheet: Columns – Weight, Quantity, Color, Abnormalities,  
Rows – Package 1-4 and notes.

Weigh each package and record the results.

- ▶ Is the average weight of your packages, less than, greater than or equal to the advertised weight?

Open one package at a time. Keep each package separate as they are all a control group. For each package:

1. Count and record the variety of colors. Explain where they are consistent or vary?
  1. Consistency is key when it comes to quality management! No one wants a package of M&Ms with fewer candies or no candies in their favorite color!
2. Remove any abnormalities and note which packages had abnormalities.

# GRADED

Write a statement explaining:

- ▶ Whether or not your findings indicate consistent quality in the M&M's packages, discuss how each of the factors (color, quantity and consistency, abnormalities) contributes to the overall quality.
- ▶ How can you apply this experience to your own projects?
- ▶ How can you monitor the quality of your work?
- ▶ What can you do if you find that the quality of work is sub-standard?





# BEING A PROJECT MANAGER

***Project Management is about 1/3  
tools and techniques  
and  
2/3 communications and  
relationships***

*It is estimated that a PM spends 90% of  
their time in some form of communication*

# PERCEPTION OF A PM

- ▶ Often people believe that a person trained in one of the PM “**tools**” like MS Project or Primavera qualifies that person to be a PM
- ▶ Knowing how to use a tool is *significant, but not sufficient*
- ▶ An effective PM needs significant “people or soft” skills to be successful

# PM SKILLS

## ▶ Communication skills

- ▶ *Listening*
- ▶ *Persuading*

## ▶ Organizational skills

- ▶ *Planning*
- ▶ *Goal Setting*
- ▶ *Analyzing*

## ▶ Team-building skills

- ▶ *Empathy*
- ▶ *Motivation*
- ▶ *Esprit de corps*

a feeling of pride, fellowship, and common loyalty shared by the members of a particular group

- Leadership Skills
  - *Set example*
  - *Energetic*
  - *Vision (big picture)*
  - *Delegates*
  - *Positive*
- Coping skills
  - *Flexibility*
  - *Creativity*
  - *Patience*
  - *Persistence*

# PM SKILLS<sub>2</sub>

- ▶ Awareness of project environment
  - ▶ *Changing technology*
  - ▶ *Risk Management*
  - ▶ *Politics*
  - ▶ *Assumption validity*
  - ▶ *The emotional side of change*
- ▶ Technical skills
  - ▶ *Experience*
  - ▶ *Project knowledge*

# PM SKILLS<sub>3</sub>

- ▶ Common Sense
  - ▶ ...and more
  - ▶ + the tools, software, etc.

# SUMMARY

- ▶ Use an effective and accepted project management process
- ▶ Being sensitive to the participation and support of appropriate people, your stakeholders
- ▶ Negotiate for adequate resources and support
- ▶ Demonstrate effective leadership (vision) and management (control) as PM
- ▶ Employ effective PLANNING, EXECUTION and CONTROL
- ▶ Communicate, Communicate, Communicate